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ABSTRACT

This bibliography, which emphasizes material published between 1957 and 1972, is centered on studies about the normal child's acquisition and development of his first language. Material dealing with handicaps, deviant language development, and second language learning is not included unless it is significantly related to studies of the normal child and his first language. The basic emphasis is on psycholinguistic approaches to the child's acquisition of the English language. Citations are limited to literature published in English that is readily available (thus omitting dissertations, privately distributed reports, and convention papers). More than 500 items are included. (RN)

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SPEECH AND LANGUAGE ACQUISITION AND DEVELOPMENT: A BIBLIOGRAPHY

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THIS bibliography emphasizes studies conducted from 1957 to the present. Nineteen-fifty-seven is chosen as the starting place for such a bibliography since it was in this year that Chomsky published his *Syntactic Structures*, providing the insights and perspectives on speech and language acquisition and development on which almost all researchers now rely. It would not have been fair, however, to restrict the bibliography to these years since much excellent research had been done prior to 1957 which is still useful and influential. Furthermore, there are a number of topics within this broad area (baby language is perhaps the clearest example) which have been the focus of little research and in order to provide broad enough coverage for such areas it was necessary to include research conducted prior to 1957. For the most part, however, this bibliography is weighted heavily in favor of those studies which have been conducted since 1957 and specifically those which have used the generative-transformational model of language. For references prior to 1957 Leopold (1952), McCarthy (1954), and Carroll (1960) will prove especially useful. Bar-Adon and Leopold (1971) provide a number of pertinent reprints of early research studies.

The bibliography focuses on studies concerned with the *normal* child's acquisition and development of his *first* language. Consequently, studies dealing with mentally or physically handicapped children, with deviant language development, or with second language learning are not included here unless they make substantial contributions to an understanding of the normal child acquiring his first language. On deviant language development see Menyuk (1971) and the references cited therein. For a review of second language learning research see H. L. Lane, "Research on Second-Language Learning," in S. Rosenberg and J. H. Koplin, eds., *Developments in Applied Psycholinguistics Research* (New York: Macmillan, 1968), pp. 66-117.

Although there is a close connection between speech and language on the one hand and various other abilities on the other, only those studies which make a substantial contribution to speech and language acquisition and development

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are included here. A useful bibliography on child learning but excluding language is H. Stevenson, "Studies of Children's Learning: A Bibliography," *Psychonomic Monograph Supplements*, 2 (1968), 191-218. Likewise excluded are those papers in psycholinguistics, linguistics, and learning which, although relevant to the general topic and perhaps prerequisite to its understanding, are not devoted primarily to it. The readers in psycholinguistics by Saporta (1961), DeCecco (1967), Jakobovits and Miron (1967), and Oldfield and Marshall (1968) may be consulted for these more general works.

Psycholinguistic rather than sociolinguistic approaches are emphasized here. Nevertheless, certain papers which might more technically be termed "sociolinguistic" are included, e.g., the work of Bernstein, Labov, and various others. Omission of such work in any bibliography on language acquisition would be indefensible. Additional papers and references may be found in Williams (1970).

No systematic attempt has been made to survey the literature on the acquisition and development of languages other than English. Only a few of the more influential papers on other languages are included here. Additional references may be found in Bar-Adon and Leopold (1971).

In order to make this bibliography as useful a guide to the available literature as possible, only those papers and books which are readily available in English are included. Thus, studies in foreign languages, theses and dissertations, convention papers, and privately distributed research reports are not included. Also omitted are reports on how to teach speech and language to children, articles devoted to the need for more and better speech and language training, and chapters from various textbooks in speech, psychology, sociology and other fields which are basically summaries of well-known findings.

This bibliography owes much to the many persons who sent me course syllabi and bibliographies and to the members of the SCA Committee on Speech and Language Development and Acquisition who have tried their best to educate me. For any errors, omissions, and other distortions I must assume the responsibility.

Abbreviations of Selected Journal Titles

AJO	*American Journal of Orthopsychiatry*
BJDC	*British Journal of Disorders of Communication*
BJEP	*British Journal of Educational Psychology*
BJP	*British Journal of Psychology*
BJS	*British Journal of Sociology*
HER	*Harvard Educational Review*
IJAL	*International Journal of American Linguistics*
JASP	*Journal of Abnormal and Social Psychology*
JCD	*Journal of Communication Disorders*
JCPP	*Journal of Child Psychology and Psychiatry*
JEP	*Journal of Educational Psychology*
JExCP	*Journal of Experimental Child Psychology*
JExP	*Journal of Experimental Psychology*
JGP	*Journal of Genetic Psychology*
JSHD	*Journal of Speech and Hearing Disorders*
JSHR	*Journal of Speech and Hearing Research*
JVLVB	*Journal of Verbal Learning and Verbal Behavior*

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